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ABSTRACT

This document displays information that tracks the success at San Joaquin Delta College (California) in assisting the California Community Colleges to meet established Partnership for Excellence goals. Each of the goals is displayed along with a chart that compares the performance of Delta College with the average of a comparison group of colleges and with the statewide average. The goals and performance factors include: (1) increasing the number of students transferring to a four-year institution; (2) increasing the number of certificates and degrees completed; (3) increasing the number of courses students complete successfully; (4) increasing the number of apprenticeship courses completed; and (5) increasing the number of students completing basic skills course work above their prior basic skills level. In several cases Delta College's performance declined, rather than increased. The document explains that the Partnership for Excellence goals were established after the end of the period for which data are shown. Partnership for Excellence funds were first distributed in 1998-1999, so effects of efforts developed in response to the initiative should first begin to be seen in data for the 1999-2000 academic year. The data displayed in this report set out the magnitude of the task before Delta College and the community college system. The Office of Planning, Research, and Grants Development will undertake regular review of progress, as data for additional years become available. (TGO)

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Partnership for Excellence Goals

San Joaquin Delta College

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Partnership for Excellence Goals

A Review by the Office of Planning, Research, and Grants Development

June 1999

Listed below are system-wide goals for the Partnership for Excellence program. In exchange for substantially increased funding for community colleges, the California Community Colleges established system-wide goals for specific outcomes to be achieved by the year 2005. The base year established for measuring performance toward reaching these goals is 1995-96. Data are now available for the base year and two subsequent years (1996-97 and 1997-98) which allows both the system and individual colleges to establish a baseline and measure initial progress toward accomplishing the goals.

Partnership for Excellence funding is currently allocated to districts on the basis of numbers of full-time equivalent students (FTES). According to the legislation that established the program, the third-year report (using data from 1999-2000 and from Fall 2000 where available) will indicate whether reasonable progress had been made toward meeting the goals. If the system has made reasonable progress, funding will continue to be allocated on a per-FTES basis. System performance would then be assessed annually. Since the Partnership is an investment-centered strategy, progress toward meeting the System goals is not expected to be linear; the determination of reasonable progress recognizes that initial improvements are likely to be limited with most significant results closer to the year 2005.

If the State fulfills its investment commitment and the system makes little or no progress, the Board of Governors is authorized to establish district-level goals that are derived from the system goals. Funds would then be allocated to districts as payments for outcomes and performance improvements over the base in the initial year of the Partnership for Excellence.

Each of the goals is displayed below, along with a chart that compares the performance of San Joaquin Delta College with the average of Delta's comparison group of colleges and with the state-wide average.

TRANSFER

"An increase from 69,574 to 92,500 in the number of students who transfer from community colleges to baccalaureate institutions. This performance goal may also be expressed in the form of segmental subgoals: an increase from 10,886 to 14,500 in the number of transfers to UC, an increase from 48,688 to 64,200 in the number of transfers to CSU, and an increase from 10,000 to 13,800 in the number of transfers to independent and out-of-state colleges. Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer."

The goal for combined transfers to UC and CSU represents an increase of 32.1% over the ten-year period, or roughly a 3% increase per year. As shown in the following charts, total transfers to California public universities have actually declined 1.8% at Delta College and 6.4% state-wide since the 1995-96 base year.

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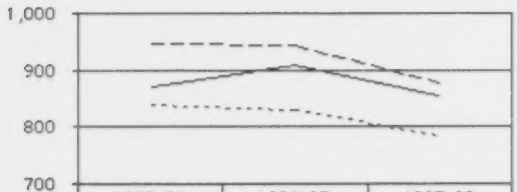
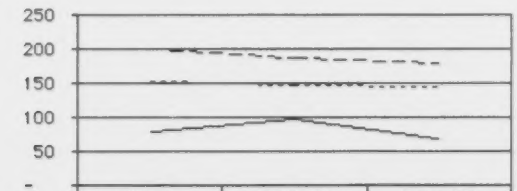
Total Transfers to UC and CSU



	1995-96	1996-97	1997-98
——— San Joaquin Delta	872	909	856
– – – Comparison Group Ave.	947	942	876
- - - - - - State Ave.	839	829	785

The goal for transfers to UC is a 33.2% increase, roughly 3% per year over the ten-year period. UC transfers declined over the three-year period for available data by 5.9% state-wide and by 13.9% at San Joaquin Delta College. Delta's relatively low number of transfers to UC campuses is understandable in light of the lack of proximity of a campus. The comparison group average is skewed upward by large numbers of transfers at Santa Monica, Santa Barbara, and Riverside with UC campuses in close proximity. The state average shows the same effect.

Transfers to University of California



	1995-96	1996-97	1997-98
——— San Joaquin Delta	79	97	68
– – – Comparison Group Ave.	199	187	179
- - - - - - State Ave.	153	148	144

The goal for transfers to CSU is a 31.9% increase, roughly 3% per year over the ten-year period. CSU transfers declined over the three-year period for available data by 6.6% state-wide, but by only 0.1% at San Joaquin Delta College. The number of transfers to CSU campuses from Delta College is impressive given the lack of a full CSU campus in the district. Delta's CSU transfer numbers actually exceed Santa Rosa, Butte, Long Beach, and other comparison districts with CSU campuses practically in their back yard.

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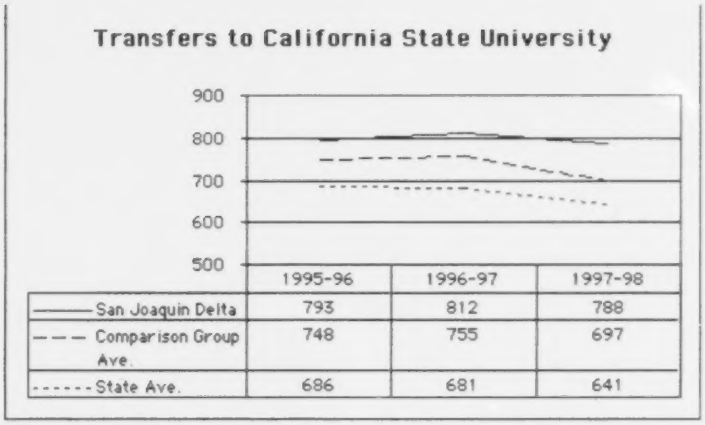


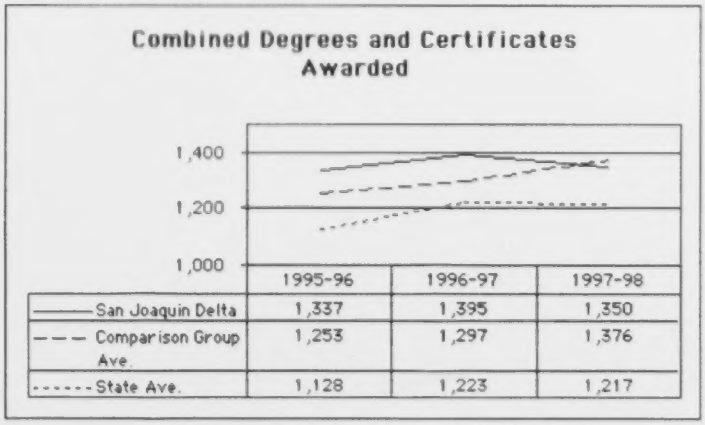
	1995-96	1996-97	1997-98
San Joaquin Delta	793	812	788
Comparison Group Ave.	748	755	697
State Ave.	686	681	641

Currently no data is available for transfers to independent and out-of-state colleges, either at San Joaquin Delta College or state-wide. A new Chancellor's Office initiative promises to produce data for this dimension within the next year.

DEGREES AND CERTIFICATES

" An increase from 80,799 to 110,500 in the number of degrees and certificates awarded. This performance goal may also be expressed as subgoals to achieve an increase from 57,076 to 78,000 in the number of associate degrees awarded and an increase from 23,723 to 32,500 in the number of certificates awarded."

The goal for combined degrees and certificates awarded represents an increase of 36.8% over the ten-year period, or roughly a 3.2% increase per year. As shown in the following charts, total degrees and certificates awarded have increased only 1.0% at Delta College, while the 7.9% state-wide increase since the 1995-96 base year appears on pace to achieve the established goal.



	1995-96	1996-97	1997-98
San Joaquin Delta	1,337	1,395	1,350
Comparison Group Ave.	1,253	1,297	1,376
State Ave.	1,128	1,223	1,217

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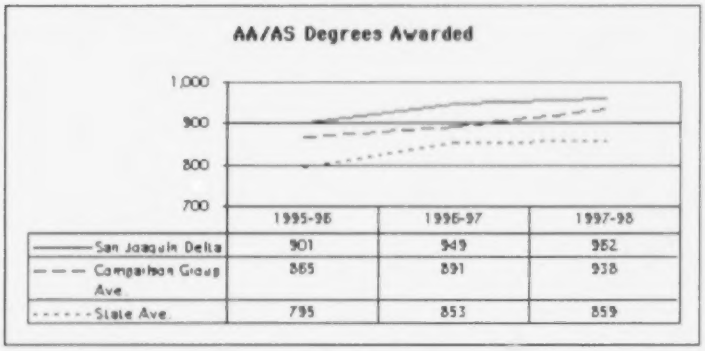
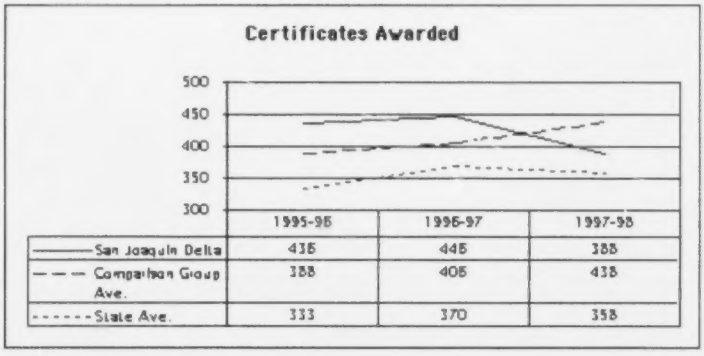
The goal for degrees awarded is a 36.7% increase, roughly 3.2% per year over the ten-year period. Associate degrees awarded over the three-year period for available data increased by 8.1% state-wide and by 6.8% at San Joaquin Delta College, both on pace to achieve the established goal.



	1995-96	1996-97	1997-98
San Joaquin Delta	901	949	962
Comparison Group Ave.	865	891	938
State Ave.	795	853	859

The goal for certificates awarded is a 37.0% increase, roughly 3.2% per year over the ten-year period. Associate degrees awarded over the three-year period for available data increased by 7.5% state-wide but declined at San Joaquin Delta College by 10.8%.



	1995-96	1996-97	1997-98
San Joaquin Delta	435	445	388
Comparison Group Ave.	388	405	433
State Ave.	333	370	358

SUCCESSFUL COURSE COMPLETION

" An increase from 68.1% to 70.6% in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses."

Over the period for which data is available, the rate of overall course completion remained stable state-wide at 68.1%, while the rate at San Joaquin Delta College declined slightly from 62.9% to 62.3%.

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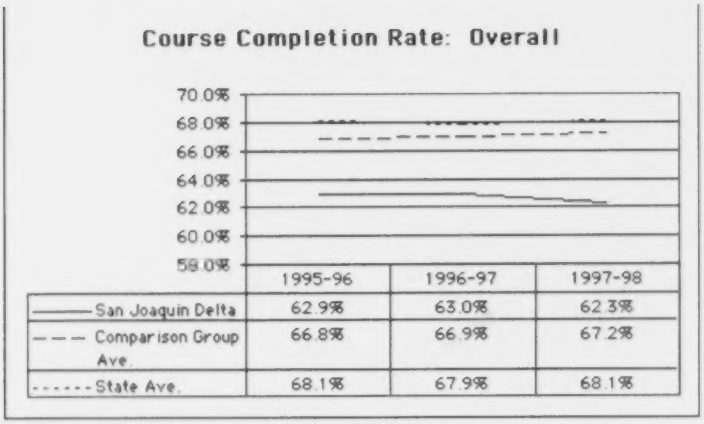
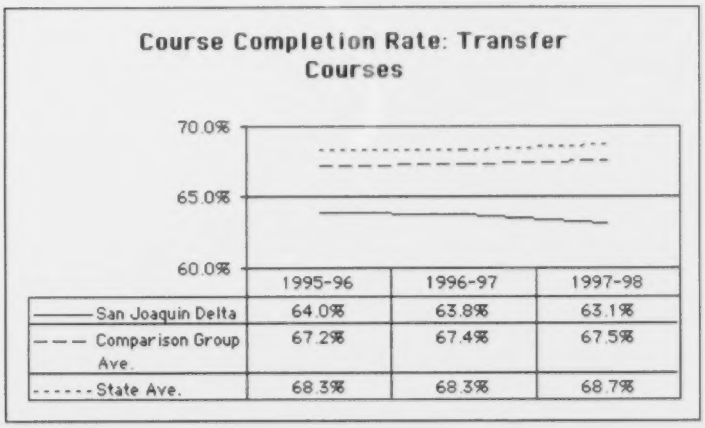


	1995-96	1996-97	1997-98
San Joaquin Delta	62.9%	63.0%	62.3%
Comparison Group Ave.	66.8%	66.9%	67.2%
State Ave.	68.1%	67.9%	68.1%

Over the period for which data is available, the rate of course completion for transfer courses increased slightly state-wide from 68.3% to 68.7%, while the rate at San Joaquin Delta College declined slightly from 64.0% to 63.1%.



	1995-96	1996-97	1997-98
San Joaquin Delta	64.0%	63.8%	63.1%
Comparison Group Ave.	67.2%	67.4%	67.5%
State Ave.	68.3%	68.3%	68.7%

Over the period for which data is available, the rate of course completion for vocational courses remained stable state-wide at 77.2%, while the rate at San Joaquin Delta College declined from 80.7% to 76.2%.

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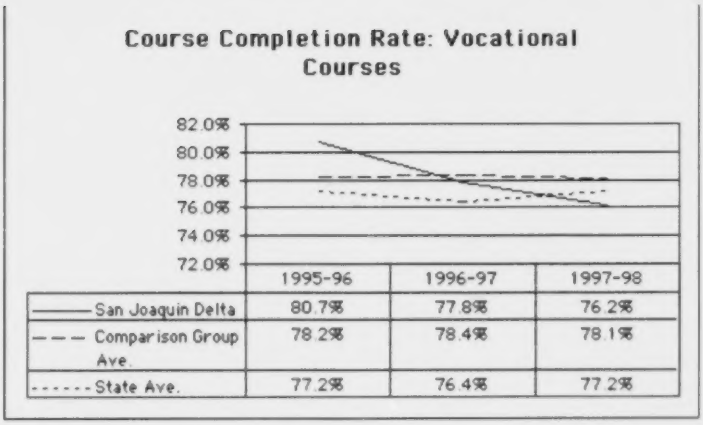
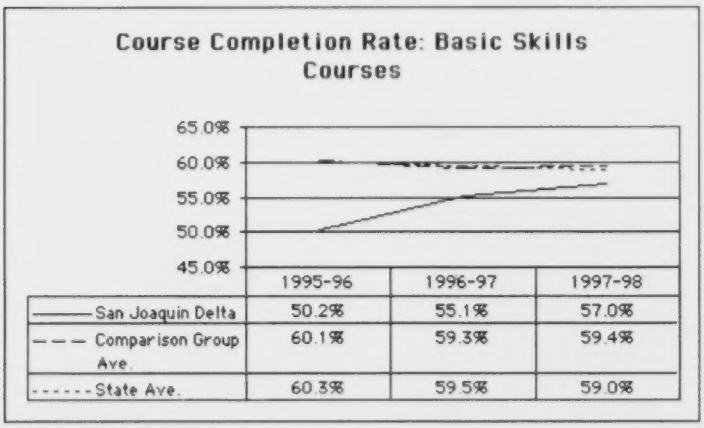


	1995-96	1996-97	1997-98
San Joaquin Delta	80.7%	77.8%	76.2%
Comparison Group Ave.	78.2%	78.4%	78.1%
State Ave.	77.2%	76.4%	77.2%

Over the period for which data is available, the rate of course completion for basic skills courses declined state-wide from 60.3% to 59.0%, while the rate at San Joaquin Delta College increased substantially from 50.2% to 57.0%.



	1995-96	1996-97	1997-98
San Joaquin Delta	50.2%	55.1%	57.0%
Comparison Group Ave.	60.1%	59.3%	59.4%
State Ave.	60.3%	59.5%	59.0%

WORKFORCE DEVELOPMENT

" (I) An increase from 16,810 to 22,788 in the number of successfully completed Apprenticeship courses; from 242,436 to 329,041 in the number of successfully completed Advanced-level Vocational courses; and from 684,385 to 927,887 in the number of successfully completed introductory Vocational courses. (II) An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education [note: base year is Fall 1996]. (III) An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education. (IV) An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training."

The goal for number of apprenticeship course completions represents an increase of 35.6% over the

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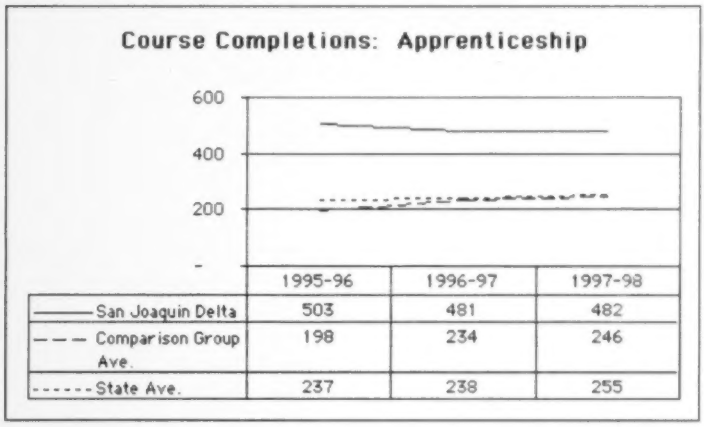
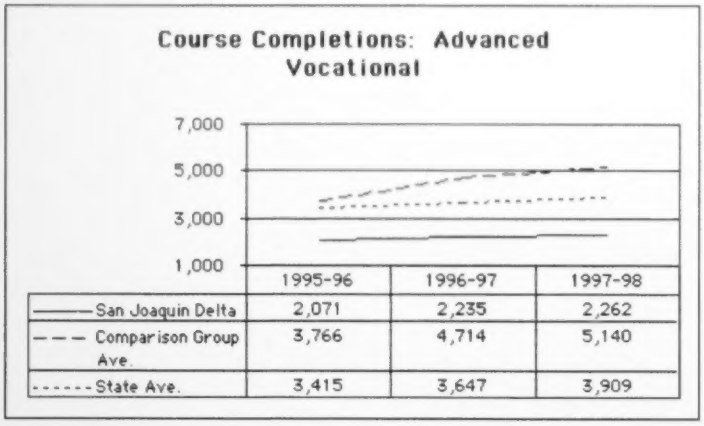
ten-year period, or roughly 3.2% per year. Over the three-year period for which data are available, the number of apprenticeship course completions increased 7.6% state-wide, but declined 4.2% at San Joaquin Delta College.



	1995-96	1996-97	1997-98
San Joaquin Delta	503	481	482
Comparison Group Ave.	198	234	246
State Ave.	237	238	255

The goal for number of advanced-level vocational course completions represents an increase of 35.7% over the ten-year period, or roughly 3.2% per year. Over the three-year period for which data are available, the number of advanced-level vocational course completions increased 14.5% state-wide and 9.2% at San Joaquin Delta College.



	1995-96	1996-97	1997-98
San Joaquin Delta	2,071	2,235	2,262
Comparison Group Ave.	3,766	4,714	5,140
State Ave.	3,415	3,647	3,909

The goal for number of introductory-level vocational course completions represents an increase of 35.6% over the ten-year period, or roughly 3.2% per year. Over the three-year period for which data are available, the number of introductory -level vocational course completions increased 14.4% state-wide and 7.0% at San Joaquin Delta College.

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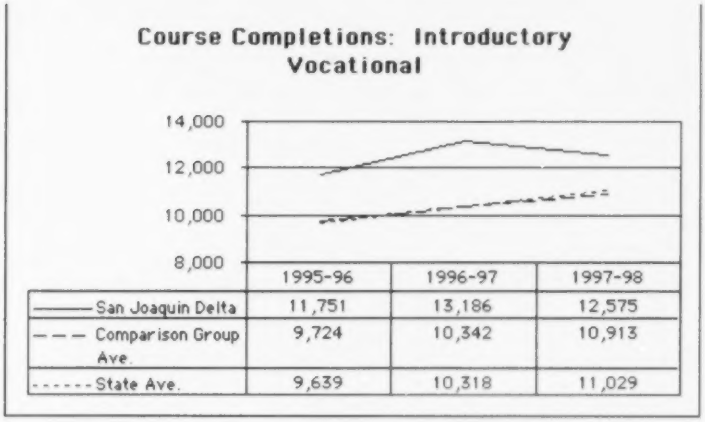


	1995-96	1996-97	1997-98
San Joaquin Delta	11,751	13,186	12,575
Comparison Group Ave.	9,724	10,342	10,913
State Ave.	9,639	10,318	11,029

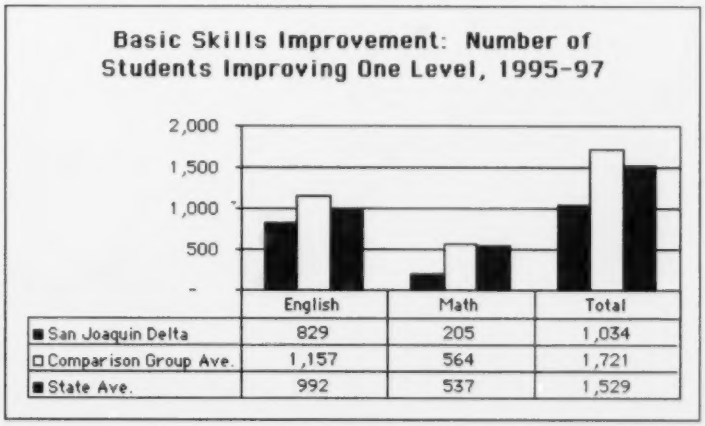
No data is currently available for number of businesses benefiting from training through contract education, number of employees benefiting from training through contract education, or number of individuals receiving fee-based job training.

BASIC SKILLS IMPROVEMENT

" An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment."

The goal for number of students completing coursework at least one level above their prior basic skills enrollment represents an increase of 38.9% over the ten-year period or roughly 3.4% per year. Since the base year for this measure is 1997-98, there is no current basis for measuring increase.

The following chart shows that San Joaquin Delta College numbers of students completing coursework at least one level above their prior basic skills enrollment is below both the comparison group and the state average for both English and Mathematics.



	English	Math	Total
San Joaquin Delta	829	205	1,034
Comparison Group Ave.	1,157	564	1,721
State Ave.	992	537	1,529

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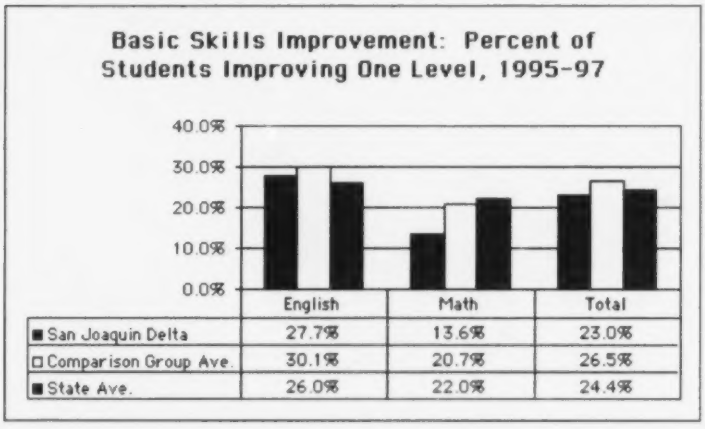
Expressed as a percent of students enrolled in basic skills, however, Delta College students completing coursework at least one level above their prior basic skills enrollment is higher than the state average for English, while substantially below the state average for Mathematics.



	English	Math	Total
San Joaquin Delta	27.7%	13.6%	23.0%
Comparison Group Ave.	30.1%	20.7%	26.5%
State Ave.	26.0%	22.0%	24.4%

SUMMARY AND CONCLUSION

The information displayed in this report sets a baseline for tracking success at San Joaquin Delta College in assisting the California Community Colleges meet established Partnership for Excellence goals. In several cases Delta College's performance on an indicator declined, rather than increased. While this is a less than ideal situation, it should be kept in mind that the Partnership for Excellence goals were established after the end of the period for which data are shown. Partnership for Excellence funds were first distributed in 1998-99, so effects of efforts developed in response to the initiative should first begin to be seen in data for the 1999-2000 academic year. The data displayed in this report set out, however, the magnitude of the task before both Delta College and the community college system. Regular review of progress will be undertaken by the Office of Planning, Research, and Grants Development as data for additional years becomes available.

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